

## **Introduction**

The world we live in continues to change. For students to succeed in school, at work, and in the community, they will need more skills and knowledge than ever before. To ensure all students have every opportunity to succeed, Indiana adopted the Common Core State Standards in the area of Mathematics, as well as English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

## **Common Core State Standards Philosophy**

The Common Core State Standards:

- are aligned with college and work expectations.
- include rigorous content *and* application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.
- are internationally benchmarked.
- are evidence and/or research-based.

The Common Core State Standards will

- help prepare all students with the knowledge and skills needed to succeed in college and careers.
- assist students who move between states.
- create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- allow for more focused pre-service education and professional development.
- create economies of scale around areas such as curriculum, instructional resources, and assessment.

## **Role of the Teacher**

While the standards set expectations for student learning for each grade level, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents, and resources to design standards-based classroom lessons that meet the needs of individual students.

## **Assessment Horizon**

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts.

The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

## **Impact on Instruction**

### Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach *only* the Common Core. Those kindergarteners will be the first class of 3<sup>rd</sup> graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will learn *only* Common Core in 2012-13. Second-grade students will learn *only* Common Core in 2013-14.

### Grades 3-12

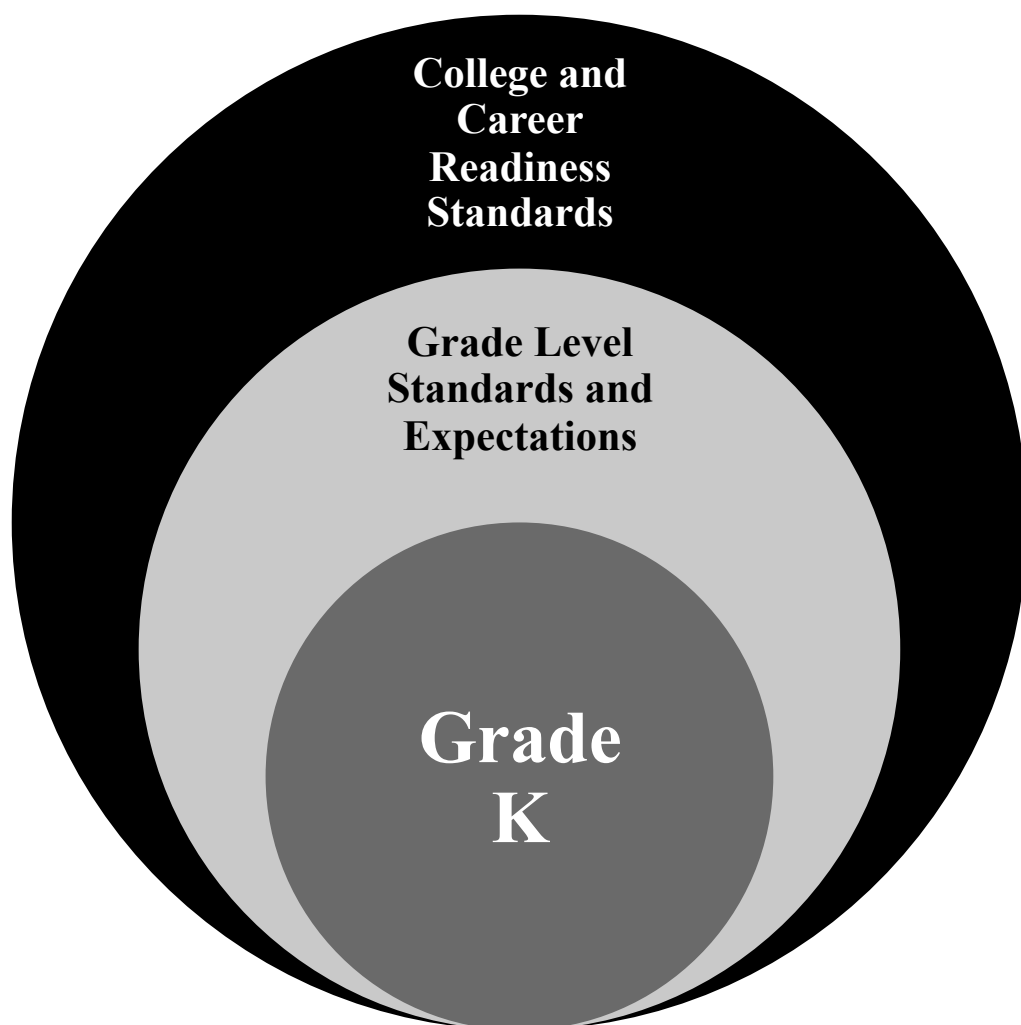
Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will *only* teach Common Core.

## **Final Notes**

Indiana Department of Education staff members are working diligently, both externally with other states, and internally across the IDOE, to ensure the development of a common scope and sequence for Common Core. This work is critical as we begin the transition to the Common Core State Standards.

Equally as important, efforts are underway to assist teachers in understanding what to teach next year (and in subsequent years). A tight alignment between the content which is “taught” and that which is “tested” on ISTEP+ and ECAs, together with the initiation of Common Core State Standards instruction, facilitates the important work of developing the foundation for future learning and assessment.

# English Language Arts Academic Standards: Grade Kindergarten



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

## **Interpreting the Cover Page**

The graphic found on the cover page attempts to illustrate the fundamental structure of Indiana's academic standards. The smallest circle represents the instructional expectations for one grade level. These are directly aligned with *all* grade level standards and expectations. In this way, each grade level serves as an essential part of the bigger picture. Perhaps most importantly, with the adoption of the Common Core Standards, the indicators for each grade level lead directly toward demonstrating proficiency of the College and Career Readiness Anchor Standards. The path to a post-secondary pursuit is now seamless from Kindergarten through high school graduation.

## **Reading this Document**

**English Language Arts Academic Standards: Grade Kindergarten**



**College and Career Readiness Anchor Standards**

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

### **Print Concepts**

**K.RF.1** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all uppercase and lowercase letters of the alphabet.

### **Phonological Awareness**

**K.RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

## **Phonics and Word Recognition**

**K.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## **Fluency**

**K.RF.4** Read emergent-reader texts with purpose and understanding.

## Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts

RI

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Key Ideas and Details

- K.RI.1** With prompting and support, ask and answer questions about key details in a text.
- K.RI.2** With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

- K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5** Identify the front cover, back cover, and title page of a book.
- K.RI.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

- K.RI.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- K.RI.8** With prompting and support, identify the reasons an author gives to support points in a text.
- K.RI.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

- K.RI.10** Actively engage in group reading activities with purpose and understanding.

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### Key Ideas and Details

**K.RL.1** With prompting and support, ask and answer questions about key details in a text.

**K.RL.2** With prompting and support, retell familiar stories, including key details.

**K.RL.3** With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

**K.RL.4** Ask and answer questions about unknown words in a text.

**K.RL.5** Recognize common types of texts (e.g., storybooks, poems).

**K.RL.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

**K.RL.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**K.RL.8** (This College and Career Readiness Standard does not have a literature component)

**K.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

**K.RL.10** Actively engage in group reading activities with purpose and understanding.



The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Text Types and Purposes

- K.W.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- K.W.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.W.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Production and Distribution of Writing

- K.W.4** (Begins in grade 3)
- K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

### Research to Build and Present Knowledge

- K.W.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.9** (Begins in grade 4)

### Range of Writing

- K.W.10** (Begins in grade 3)

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Conventions of Standard English

**K.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Print many uppercase and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**K.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

**K.L.3** (Begins in grade 2)

### Vocabulary Acquisition and Use

**K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

- K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### **Comprehension and Collaboration**

- K.SL.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- K.SL.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

## **College and Career Readiness Anchor Standards for Reading**

The standards on the previous pages define what students should understand and be able to do by the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## College and Career Readiness Anchor Standards for Writing

The standards on the previous pages define what students should understand and be able to do at the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## **College and Career Readiness Anchor Standards for Language**

The standards on the previous pages define what students should understand and be able to do by the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate an understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

The standards on the previous pages define what students should understand and be able to do by the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.